

2021 Annual Report

Vineyard Public School



3329

Introduction

The Annual Report for 2021 is provided to the community of Vineyard Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Vineyard Public School

4 Bandon Rd

Vineyard, 2765

www.vineyard-p.schools.nsw.edu.au

vineyard-p.school@det.nsw.edu.au

9627 1621

School vision

At Vineyard Public School, we strive for excellence in an inclusive environment and provide opportunities for every student to build self confidence in their personal abilities and potential to succeed. Our moral imperative is to maintain a safe, respectful and high quality teaching environment which promotes self directed and expert learners in literacy and numeracy and empowers students to feel valued with a strong sense of belonging and wellbeing. We promote strong partnerships with parents, the community and educators to improve learning outcomes through evidence-based practices.

School context

Vineyard Public School is a small primary school in a semi-rural environment on the outreaches of the north western growth corridor of Sydney. At present, 9% of students identify as Aboriginal and/or Torres Strait Islander (ATSI) and 22% of students identify with a background of English as an Additional Language or Dialect (EAL/D). Vineyard Public School has valued community links and is characterised by its welcoming, friendly atmosphere and its caring and nurturing learning environment. Our school is structured around small, multi-age classes where teaching and learning is designed to meet the individual learning needs of each and every student. Vineyard Public School is a member of the Hawkesbury Small Schools' Learning Community and The Ponds Network.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Individual learning plans (ILP's) and Personalised Learning Pathways (PLP's) will continue to be used for students to promote learning and wellbeing growth as well as student directed learning. Teachers will evaluate the effectiveness of their teaching practices and utilise high impact teaching strategies to ensure students achieve expected growth and attainment in their learning.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices in school planning, teaching and learning and wellbeing with the introduction of whole school restorative practice to ensure ongoing student and school improvement.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is for all teachers to be reflective and committed to identifying, understanding and implementing the most effective teaching methods, including explicit teaching and feedback. This will ensure our students are empowered to become self directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed Practice
- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$2,070.81
School support allocation (principal support): \$13,604.80
QTSS release: \$10,090.62
COVID ILSP: \$43,266.58
Socio-economic background: \$93,307.82
Low level adjustment for disability: \$22,030.93
Aboriginal background: \$9,665.80
English language proficiency: \$9,688.35

Summary of progress

Data Informed Practice

We engaged in weekly 1:1 mentoring sessions for all teaching staff with the Instructional Leader to develop tailored action plans for students requiring significant learning intervention for literacy and numeracy. These plans reviewed and adjusted throughout the year in response to student growth and attainment. These processes proved highly effective in not only lifting student learning outcomes, but also increased student engagement and attendance. The program also facilitated collective efficacy and consistent teacher judgement, allowing all teaching and support staff to provide targeted and tailored support to students. As a result, in 2022, the program will be further developed and expanded to include all students.

Effective Classroom Practice

Staff engaged in ongoing professional learning utilising the What Works Best document (explicit teaching, data informed practice, feedback). Teachers used their knowledge of data informed practice (as above) to identify targeted teaching and learning support required for students, applied explicit instruction and individual feedback to students based on their specific learning need. This resulted in positive feedback from students and teachers, demonstrating increased levels in engagement. In 2022, further professional learning will be undertaken with a particular focus on explicit instruction (reading) with a focus on implementation of the new K-2 syllabus.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
2021 Progress Measure NAPLAN top two bands: Reading <ul style="list-style-type: none">• Improvement in the percentage of students in year 3 and 5 achieving in the top 2 bands above the baseline in	Reading * Improvement in the percentage of students in year 3 and 5 achieving in the top 2 bands above the baseline in reading. The school has met this progress measure. 38.46% of students achieved in the top two bands in NAPLAN reading indicating 2.04% uplift to the lower bound target.

reading.	
<p>2021 Progress Measure</p> <p>NAPLAN top two bands:</p> <p>Numeracy</p> <ul style="list-style-type: none"> • Increase the proportion of Year 3 and Year 5 students achieving in the top 2 bands above the baseline in numeracy. 	<p>Numeracy</p> <p>* Increase the proportion of Year 3 and Year 5 students achieving in the top 2 bands above the baseline in numeracy. The school has met this progress measure.</p> <p>20% of students achieved in the top two bands in NAPLAN numeracy indicating 2.22% uplift to the lower bound target.</p>

Strategic Direction 2: Wellbeing and Engagement

Purpose

Our purpose is to develop a school culture that is focused on learning and ongoing improvement for all students through a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. Effective partnerships will result in students being motivated to deliver their best and continually improve.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Strategic Partnerships

Resources allocated to this strategic direction

Professional learning: \$4,805.00

Summary of progress

Personalised Learning

All staff engaged in professional learning to increase their expertise in teaching and supporting students with complex trauma and/or behaviour difficulties. The professional learning proved highly effective, however, with the onset of remote learning, presented some challenges for staff to apply this new practice in a regular classroom setting. Teachers have been able to enhance the work undertaken on learning intentions and success criteria and how this supports the development of learning goals for students. Moving forward, each student will have a reading and numeracy goal that is aligned to syllabus outcomes and progression levels. Booklets will have a copy of the progressions across several stage syllabus outcomes.

Strategic Partnerships

The school has undertaken a significant process for engaging with all key stakeholders (staff, parents, students) to identify shared visions, values and beliefs, as they pertain to teaching and learning at our school. Through this process, we have sought to identify and align points of connection between each of the stakeholder groups that will, in turn, formulate our "Window of Certainty" vision statement. This process proved highly successful until interrupted during the period of remote learning. The school was able to maintain continued engagement, community confidence and effective partnerships through acquisition of online devices and daily literacy and numeracy lessons. The program will be continued in 2022 when face to face interactions are able to be conducted on school grounds.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
2021 Progress Measure Attendance <ul style="list-style-type: none">• Increase the percentage of students attending school more than 90% of the time trending towards the lower bound system target of 70%.	Attendance <ul style="list-style-type: none">* The number of students attending greater than 90% of the time or more has increased to 3.2% above the lower bound system target.
2021 Progress Measure Wellbeing <ul style="list-style-type: none">• All teachers confidently analyse data from FORGE wellbeing to target students at risk.	Wellbeing <ul style="list-style-type: none">* All staff utilised this program and it identified students in need of specific support. Learning from Home survey results indicated that families felt supported and teachers were able to identify students at risk of disengagement and learning gaps.
Connection to Community	Connection to Community

<ul style="list-style-type: none"> • 50% of parents communicating with the school to report on student absences. 	<ul style="list-style-type: none"> * Data in Sentral indicates there has been a reduction of unexplained absences. Our school has improved consistency of communicating with parents on attendance and following up on absences.
---	---

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$93,307.82</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Vineyard Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • an additional classroom teacher has been funded by the school for continuity of learning and supporting the social, emotional and academic needs of our students. <p>The allocation of this funding has resulted in: increased capacity for teaching staff to provide tailored individual, explicit instruction and feedback for all students. Individualised learning plans were also developed to support students with additional or complex learning and behavioural needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: the development of individualised learning plans for all students, regardless of learning ability or behavioural needs.</p>
<p>Aboriginal background</p> <p>\$9,665.80</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Vineyard Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: Aboriginal students have demonstrated they are working towards their personalised learning goals, with additional classroom support from School Learning Support Officer (SLSO).</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage additional staffing to support personalised learning needs of our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$9,688.35</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Vineyard Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives

<p>English language proficiency</p> <p>\$9,688.35</p>	<p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ additional staff to support the development of literacy and numeracy skills for our EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$22,030.93</p>	<p>Low level adjustment for disability equity loading provides support for students at Vineyard Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional RFF (Release from Face to Face) teacher 1 day per week. <p>The allocation of this funding has resulted in: additional expertise and tailored support for students in History and Geography curriculum, allowing an increased capacity for classroom teachers to focus strongly on explicit teaching in literacy and numeracy to improve the learning outcomes for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ additional teacher expertise to support students in History and Geography curriculum.</p>
<p>Literacy and numeracy</p> <p>\$5,469.02</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Vineyard Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: building teacher capacity through weekly coaching and mentoring sessions from the Instructional Leader with a focus on understanding texts in literacy and additive strategies in numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding source will be discontinued, however, the school will be utilising APCI (Assistant Principal Curriculum and Instruction) funding to support ongoing professional learning.</p>
<p>QTSS release</p> <p>\$10,090.62</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Vineyard Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$10,090.62</p>	<p>including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • an additional classroom teacher has been funded by the school for continuity of learning and supporting the social, emotional and academic needs of our students. <p>The allocation of this funding has resulted in: increased capacity for teaching staff to provide tailored individual, explicit instruction and feedback for all students. Individualised learning plans were also developed to support students with additional or complex learning and behavioural needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: the development of individualised learning plans for all students, regardless of learning ability or behavioural needs.</p>
<p>COVID ILSP</p> <p>\$43,266.58</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy - focus area understanding texts. <p>The allocation of this funding has resulted in: the majority of students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of literacy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	27	31	27	23
Girls	21	24	26	24

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.7	88.6	84.6	89.6
1	91.1	88.3	90.6	91.4
2	89	89.4	87.9	85.1
3	95.6	93.3	87.7	93.4
4	88.6	93.7	90.2	95.1
5	91.1	89	96.6	89.8
6	81.7	91.5	90.4	90.3
All Years	90.5	90.4	89.3	91.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.44
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	236,229
Revenue	813,812
Appropriation	781,868
Sale of Goods and Services	4,710
Grants and contributions	27,104
Investment income	130
Expenses	-836,729
Employee related	-787,045
Operating expenses	-49,684
Surplus / deficit for the year	-22,917
Closing Balance	213,311

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	134,693
Equity - Aboriginal	9,666
Equity - Socio-economic	93,308
Equity - Language	9,688
Equity - Disability	22,031
Base Total	513,034
Base - Per Capita	13,065
Base - Location	0
Base - Other	499,968
Other Total	23,132
Grand Total	670,859

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

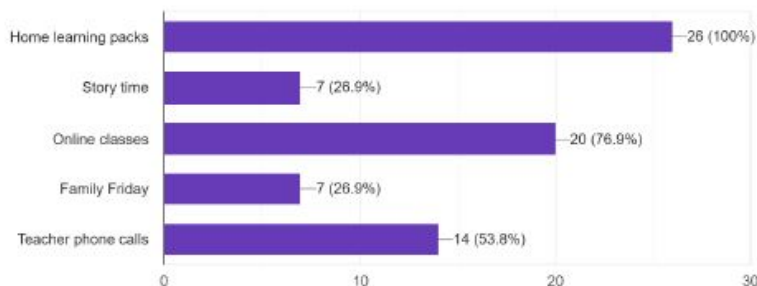
The school conducted two surveys to gauge student and parent satisfaction in regards to their experience of home learning and the support provided by the school.

Student and parent results are attached. Results indicated a very positive experience for students and parents and the school has identified a number of areas to further enhance engagement with students and families to support learning.

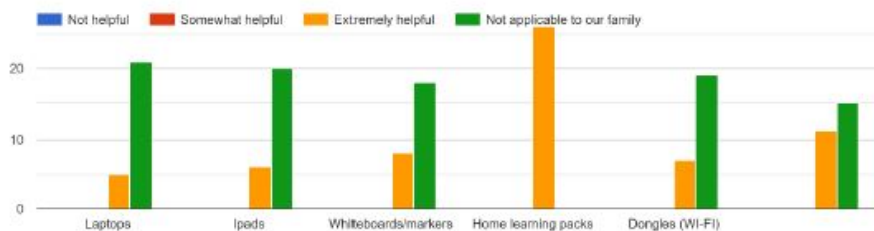
VINEYARD PUBLIC SCHOOL PARENT HOME LEARNING SURVEY TERM 3 2021

Which of the following resources have helped you to support your child with completing home learning?

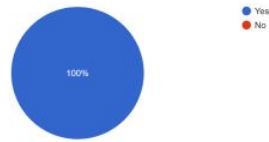
26 responses



How helpful has Vineyard Public School been in offering you the following material resources to support your child to learn from home?



Do you feel the staff at Vineyard Public School has provided your child with enough support to help them with their learning from home?
26 responses



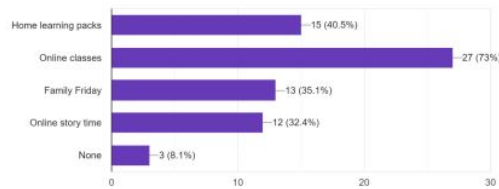
VINEYARD PUBLIC SCHOOL PARENT HOME LEARNING SURVEY TERM 3 2021

Can you provide any additional feedback on how Vineyard Public School has or hasn't supported you and your family in home learning during the COVID-19 lockdown? 26 responses

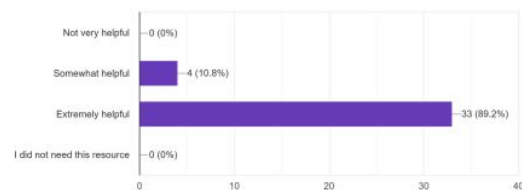
no
all my needs have been responded to immediately
VPS are doing an amazing job!!!
very happy with everything
More work in home learning packs please
Great support from teachers and staff
Mrs Coleman has been very supportive
VPS have been amazing. Very supportive.
more work in work packs please
no thank you
Constant updates of activities and events. Engaging lessons. Timely feedback on work
everything has been really good from the school
everything has been wonderful
none
class dojo has been helpful
n/a
great, much better than his last school during lockdown.
great service from all staff for their support with students and families
everything has been over and above my expectations. We are treated as individuals, not just our children as students. your love for us all is overwhelming.
I have loved the Class DoJo app. Able to set both kids up before class with what they need.
Good to get feedback on there from the teachers and that they can upload independently.

VINEYARD PUBLIC SCHOOL STUDENT HOME LEARNING SURVEY TERM 3 2021

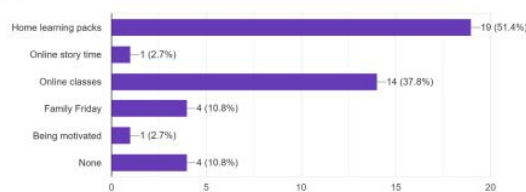
What parts of home learning have you enjoyed?
37 responses



How helpful has Vineyard Public School been in offering you the following resources to learn from home?
37 responses

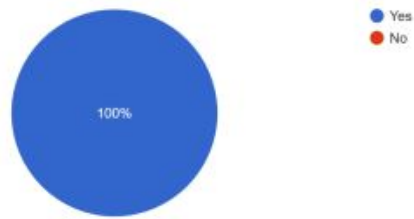


Which parts of home learning have you found difficult?
37 responses



Do you feel your teacher at Vineyard Public School has provided you with enough support to help you with your learning from home?

37 responses



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.